

# Kentucky Teacher

## Kentucky Seeks and Finds Best Instructional Practices

By Faun Fishback  
Kentucky Department of Education

Last summer, a team of Kentucky Department of Education employees began a hunt to find the nation's best instructional practices — those that resulted in documented gains in student achievement. What they found could benefit every Kentucky school looking for ways to support higher student performance.

The team found 53 curricula and instructional programs that have resulted in academic performance gains of at least 7 percent per year over a three-year period. Information about these programs for teaching P-12 core academic subjects — science, mathematics, English/language arts and social studies — is now available in a book, Best Practices Programs Directory. First distributed to participants at a showcase event last November in Louisville, the book is now available for purchase from the Department of Education Bookstore.

The department does not endorse or validate the programs' providers, said Jo O'Brien, manager of the Department of Education's Results-Based Practices Unit. However, she said, members of the team are impressed with the results the programs and practices are producing.

The listed providers, most of which are commercial vendors, participated in Kentucky Education Reform training and aligned their programs to the state's education system. "By taking this opportunity to be coached about fundamental elements of our system, the providers have prepared themselves to design programs that can be particularly helpful to Kentucky educators," O'Brien added.

O'Brien said the team's reviews of programs and related data on student achievement uncovered several common qualities:

- The program's providers believe teachers must know their subject matter to cause an increase in student achievement.
- The providers believe good professional development equals good student results.
- The providers who get results hold their programs and the schools equally responsible for professional development and student achievement.

With publication of the Best Practices Programs Directory, Kentucky Department of Education officials feel they have come close to providing teachers a "consumer guide" to education. The book is organized by grade level and includes a description of each program and its effectiveness, the technical support it provides for teachers, equipment requirements, costs and contact information. Also included are profiles of each provider's level of on-site support and professional development services and the level of commitment required of schools.

**For More Information:** Contact Jo O'Brien at (502) 564-2116 or [jobrien@kde.state.ky.us](mailto:jobrien@kde.state.ky.us).

**To Order:** Send \$30 by check or money order payable to Kentucky State Treasurer to KDE Bookstore, 500 Mero St., 19th Floor, Frankfort, KY 40601. Get details about ordering Department of Education publications by sending e-mail to [wnewton@kde.state.ky.us](mailto:wnewton@kde.state.ky.us).



Photo by Rick McComb

Volunteer Logan Lawson listens as 8-year-old Vernisha Garner demonstrates her improved reading skills at Fern Creek Elementary in Jefferson County. The school's faculty attributes schoolwide gains in reading to the Carbo Reading Styles Program, one of 53 proven, results-based resources listed in a new directory of programs aligned with Kentucky education goals.



## School-Based Decision Making: Are Teachers Really Empowered?

State law intends that Kentucky's teachers be empowered to make decisions and set policies that have a direct and lasting impact on student achievement. That's fact.

But what is the perception? Teachers, do you consider yourselves empowered?

Researchers Patsy E. Johnson and Eddy Van Meter of the University of Kentucky's College of Education set out to examine the empowerment issue. They studied councils at 200 randomly selected Kentucky schools. At each school, they talked with all council members (typically three teachers, two parents and the principal) plus 10 teachers and five parents not on the council.

In August 1997, Johnson and Van Meter published their findings in a report, "Teacher Empowerment: A Measure of School-Based Decision Making Councils." Their report indicates that levels of teacher empowerment — real and perceived — vary from school to school. The summary of their findings included these points:

- At the 200 council-managed schools, all teachers, whether presently serving on the council or not, considered themselves empowered at moderately high levels.
- Teachers serving on councils were more empowered than those who were not.
- The empowerment levels of elementary teachers were higher than those of secondary teachers.
- No significant difference was found in the empowerment levels of teachers in urban, suburban or rural areas.
- School councils are seen as more effective in schools where teachers feel more empowered.
- Teachers, parents and principals who serve on councils typically consider their councils to be working

smoothly and making significant contributions to the operation of their schools.

What kind of impact is *your* school council making? After a few years of school-based decision making experience, it's obvious that just having a school council will not automatically improve teaching and learning, no more than having a car will automatically take passengers to a specific destination. Somebody has to drive!

Teachers, state law empowers you, the parents of your students and your

principal to drive. As instruction experts, your challenge is to use that empowerment to reach the destination: high-level teaching and learning. Schools are most likely to reach these goals when teachers focus council time and energies on issues that have a direct impact on curriculum, instruction and student achievement. When technology is on the council agenda, concentrate on the instructional applications and results you want from technology; leave the wiring and hardware issues to the technical experts. When

classroom space is a concern, keep the discussion on how the building's configuration and atmosphere affect teaching and learning; leave the construction issues to the construction experts.

In 1997, the national Center on Educational Governance studied school-based management in 30 schools in nine U.S. districts, six schools in Canada and four in Australia. In a report published in November, the center cited research that found "scant evidence that schools get better just because decisions are made by those closer to the classroom. ... That deceptively simple change in how schools are managed and governed — as attractive as it is to many teachers, principals and parents — turns out to be relatively meaningless unless it is part of a focused, even passionate, quest for improvement."

All teachers, whether serving on a council, working on a council committee or presenting concerns and ideas through the council structure, can contribute to decisions that lead to better schools. Expertise plus a passion for improvement: that is real power.

For a copy of the University of Kentucky College of Education report on school-based decision making, call Lisa Duvall at the Division of School-Based Decision Making, (502) 564-4201, or e-mail [lduvall@kde.state.ky.us](mailto:lduvall@kde.state.ky.us). Information from the report is also available on the Department of Education's Web site, [www.kde.state.ky.us](http://www.kde.state.ky.us).

The national report, "Organizing for Successful School-Based Management," may be ordered for \$13.95 (\$11.95 for members) from the Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1453; (800) 933-2723; Web [www.ascd.org](http://www.ascd.org); e-mail [member@ascd.org](mailto:member@ascd.org).



Photo by Rick McComb

**TECHNICAL ASSISTANCE** — Halie Medkiff gets some help from Susan O'Bryan, a technology assistant at West Louisville Elementary School in Daviess County. The school's decision-making council voted to fund O'Bryan's position to support the use of technology for instruction and learning.



# Simpson County Finds Benefits in Switch to Alternative Calendar

By Sharon Crouch Farmer  
Kentucky Department of Education

*Editor's Note: The Kentucky Board of Education regards the setting of the school calendar to be a matter of local school board authority. The Department of Education reviews and approves local school district calendars but does not regulate them other than to require compliance with state law, which requires that all students attend school at least 1,050 instructional hours (the equivalent of the traditional 175 six-hour days) per school year. This article profiles one school district's success with a calendar that varies from the traditional schedule. Other districts may find this district's experiences helpful when making their own local decisions.*

Talking with teacher Wanda Hale at Simpson Elementary School in Simpson County, it's hard not to come away thinking that the alternative school calendar is the best thing since sliced bread.

"I believe it's the only way to go for both students and teachers," said Hale, who teaches both during her school's nine-week sessions and four intersessions. She's not the only one in Simpson County who supports the district's move to an alternative calendar. Jana Hammock, director of district services; Wendell Brown, counselor at Franklin-Simpson High School; and Donna Preston, principal of Simpson Elementary, agree that the alternative calendar, which they launched at the beginning of the 1995-96 school year, seems to be good for their schools from every angle.

Don't just take their word for it. Consider the facts:

- Sixty percent of the students surveyed in grades 4-12 think the alternative calendar has had a positive impact on their attitude; 70 percent of the teachers reported positive student attitudes.
  - Fifty-five percent of the student population said the new calendar has had a positive impact on achievement; 56 percent of the teachers agreed.
  - The school's extended school services program served almost three times as many students during the first year of the alternative calendar as it served the previous year.
- "The system is paying dividends," said Brown, pointing to other results

— recorded but not yet officially documented — that include decreased teacher absences, decreased student suspensions and expulsions and a general decrease in discipline problems district-wide.

How do parents feel about the new calendar? The vast majority are supportive, said Preston. "Parents can take their children to the dentist now without missing school and maybe plan an 'off season' vacation," he said. "They also get a break from the hectic school year routine."

## Sessions and Intersessions

Simpson County schools have four nine-week sessions per year. Between those sessions they hold intersessions, known as academy weeks. That's when extended school services programs are focused on acceleration and enrichment. The intersession programs are voluntary.

In a "building block" approach to learning, Hammock said, students try during the nine-week sessions to master skills they'll need to succeed at the next level. If they don't master those skills, they can attend the academy weeks, when accelerated classes help them complete their preparation for the nine-week session.

Teachers notify the schools' extended school services coordinators at the mid-point of each nine-week session to let them know what types of classes may be needed. From there, the coordinators begin recruiting faculty and staff.

"[The alternative calendar] is especially good for those children who do not retain information well," said Preston. "There is less of a time lapse between sessions and less reteaching required."



Photo by Rick McComb

Simpson Elementary students Terrell Hogan (left) and Cameron Jackson study together during an "academy week" intersession. The Simpson County district's alternative calendar, launched with the 1995-96 school year, includes four nine-week sessions and four one-week intersessions.

High School Counselor Wendell Brown believes the opportunity for students to focus on one thing without distraction in a one-on-one environment is paying dividends. "The number of students retained at grade level dropped by more than half the first year — from 39 in 1995-96 to 15 in 1996-97 — and the number of students failing classes also dropped significantly," he said.

Brown added that the benefits go beyond the academic. "The breaks create a different environment in our school," he said. "There is no sense of fatigue; the faculty is refreshed and enthusiastic."

Part of the reason for that, noted Hale, is reduced stress. "Intersessions give teachers the opportunity to change what isn't working, work with students one on one, catch up on paperwork and allow better preparation," she said. The nine-week sessions, she added, have provided smaller blocks of time that are easier to handle.

Students, Hale said, respond to individual attention and to having a chance to succeed where before they failed. "They come in the door smiling," she said.

Preston points out, however, that "enrichment activities are as important as remediation," providing a bonus for students with special interests. Computer classes, instruction in baseball, driver education, field trips, science projects and music and the arts spice up the schedule. Community members are involved with teaching many enrichment sessions.

## Community Involvement

Success and support did not come without hard work, said Hammock. For 18 months, a committee representing all elements of the school and community researched, studied and discussed the alternative calendar. The group produced and distributed a brochure explaining the concept and how it might work for Simpson County.

"We also met with about 30 community groups; we had a community forum to address questions; and we talked extensively with the student body," said Hammock. "We didn't promise to raise test scores but to allow time for all students to achieve."

Hammock adds that because they communicated the concept and the purpose, there was not a lot of opposition in

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# Teachers Have New Options for Career Advancement

The Education Professional Standards Board (EPSB) has adopted administrative regulations that give Kentucky teachers new options for continuing education and career advancement.

Traditionally, teachers seeking to renew their professional certification and advance in salary to Rank II or Rank I had only one route: graduate college work through an approved college or university preparation program. Now teachers may choose the traditional approach or a new alternative: completing a continuing education program that includes any combination of college course work, field experience, individual research and professional development activities tailored to individual career goals.

A teacher who chooses the continuing education option begins by applying to the Department of Education and submitting an individual professional development plan that supports his or her school's consolidated plan and correlates with EPSB's nine experienced teacher standards. Once the plan is approved by a state-appointed three-member team, the teacher may participate in any professional development experiences that will help accomplish the established goals. These activities may be part of the school's professional development plan or specifically tailored to the teacher's needs.

At least one year before the teaching certificate expires, the teacher must present a portfolio containing evidence of achieving the goals and having a

positive impact on student learning. Portfolios, which can include videotape, research data, instructional logs and other kinds of reports, will be scored by the same state-appointed team who reviewed the original plan.

Teachers who choose this option will pay a one-time fee of \$1,200 to cover the cost of administration and portfolio scoring. They must show evidence of continual growth to maintain their teaching certificates throughout their career.

All teachers who have advanced to Rank II but do not wish to pursue Rank I and do not have a life certificate also have two options for renewing their Rank II certification every five years:

- successfully completing three years of teaching and documenting continuing growth in a portfolio that addresses at least two of the experienced teacher standards. This portfolio would be scored by a team of educators at the teacher-applicant's school.
- completing at least six semester hours of graduate credit related to the profession of teaching.

The Education Professional Standards Board adopted this alternative to the career advancement process in response to mandates of House Bill 305, enacted during the 1996 legislative session.

For more information about this program or to request the required application form, contact Rita Osborne or Ronda Tamme, Office of Teacher Education and Certification, 1024 Capital Center Drive, Frankfort, KY 40601; (502) 573-4606; fax (502) 573-1610; e-mail [dcert@kde.state.ky.us](mailto:dcert@kde.state.ky.us).

## Something New for Middle Level Educators

Middle Towne Square is a new academic village full of resources and ideas about middle school education. This new Web site invites teachers to post writings and book reviews, ask questions and discuss middle school issues. To visit Middle Towne Square,

go to [www.bcms.barren.k12.ky.us/midtowne/](http://www.bcms.barren.k12.ky.us/midtowne/) or go to the Department of Education home page ([www.kde.state.ky.us](http://www.kde.state.ky.us)) and click on "Kentucky's Academic Villages," then "Middle School Education."

## Simpson County Finds Benefits

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the community. "We didn't find any barriers that we couldn't overcome," he said.

Now in the second year with the alternative calendar, Hammock sees nothing but positives but says the district will keep monitoring. "With 20 extra days on our calen-

dar (the four five-day academy weeks), we have adequate time to watch the system work and make necessary changes," she said. Which reaffirms what seems to be the overriding perk of the alternate calendar for all constituents: time.

### Considering an Alternative Calendar?

Donna Preston, principal of Simpson Elementary, shares these words of wisdom and experience:

- **Rethink time frames.** Start planning intersession programs as soon as your nine-week regular session begins; recruit the teachers and staff. Don't wait.
- **Remember to plan for vital support staff.** Make sure you have enough staff to provide for any emergency, as well as security, maintenance, transportation, etc. — staff you might otherwise take for granted.
- **Rethink maintenance plans.** Maintenance projects are usually scheduled during the summer when the building is idle. With the alternative calendar there is little, if any, idle time. Maintenance must be scheduled in blocks of time.
- **Broaden your vision.** Think on a continuum. Look ahead and prepare to take advantage of opportunities that would not be available to you under a traditional schedule. The alternative calendar presents many new opportunities for students to learn and experience.
- **Change your mindset.** Intersession isn't punishment. It is an opportunity to reach the next level in skills, to explore untried areas, to master what has previously been elusive.
- **Do your homework.** Research, learn from others, recognize problems and develop solutions.
- **Communicate.** Understanding is critical to your community. Speak about the alternative calendar at every opportunity.

### How Many Districts Have Alternative Calendars?

Two schools in the Fort Knox Community Schools district, a public school system for dependents of U.S. military personnel, may have been the first in Kentucky to adopt an alternative calendar. VanVoorhis and Crittenberger elementary schools scheduled "year-round" school, with 45-day blocks of school separated by 15-day breaks, in 1993. This school year Fort Knox adopted a districtwide alternative calendar with two-week breaks in the fall and spring, a three-week break in December-January, and a break from June to early August.

These Kentucky public school districts and schools have also adopted and implemented alternative calendars:

Bardstown Independent	Johnson County
Boyd County	Monroe County
Dawson Springs Independent	Muhlenberg County
Eminence Independent	Pike County
Frankfort Independent	Simpson County
Hardin County	plus individual schools in Jefferson
Harrodsburg Independent	and Fayette county districts

Three districts have adopted alternative calendars to begin next year:

Bowling Green Independent  
Henderson County  
Nelson County

About two dozen additional systems have formal alternative calendar studies in progress this year.

Information provided January 1998 by Kentucky School Boards Association and Fort Knox Community Schools.



## The Vision is Reality

# Educators and Parents Join Forces to Improve Kentucky Schools

By Faun S. Fishback  
Kentucky Department of Education

**E**ffective school-based decision making councils have literally thrown wide the doors and brought parents and teachers together to work on policies that affect education within each school.

This was the vision of KRS 160.345. A part of the Kentucky Education Reform Act of 1990, the school law removed many policy-making functions from the state and placed them firmly with parents, teachers and principals. Through school-based decision making councils, these people who are closest to students now have the opportunity to set school policies to meet the unique needs of their schools. Councils are in place in 1,184 Kentucky public schools. The remaining eligible public schools have applied for and met criteria for exemption from school-based councils under Kentucky school law.

While some may mistakenly still see school councils as advisory groups, the law gives councils the authority to make decisions about instructional pro-

grams and a role in choosing personnel, and it requires the allocation of funds for councils to use in the schools. Councils are involved in most aspects of school operations — from determining curriculum to hiring a new principal

to establishing discipline policies to buying classroom materials. Each council member brings a unique perspective, as educator or parent, to each issue.

"I tell other teachers, 'The school-based council will work for you,'" said Marcella Soper, a primary teacher who

serves on the school council at Dry Ridge Elementary in Grant County. She can point to proof of council involvement in the curriculum, instructional materials and student support services offered at this 1997 National Blue Ribbon School.

Councils work for parents, too. Parent Scott Kuegel ran his first race for the West Louisville Elementary school council in Daviess County because he and his wife Melinda, like other parents, couldn't decipher the school's report card for primary students. He saw the council as the way to make the report card more parent

friendly. The council's work resulted in a new report card similar to one the local school board later adopted for use by the entire district.

In all council-managed schools, councils are consulted on prospective school employees and may make recommendations to the principal for hiring. Councils interview and select new principals from candidates recommended by the local superintendent. During the past six years, councils have chosen more than 500 principals for Kentucky schools.

School councils rely on the work of standing committees composed of teachers, parents and other stakeholders. Ad hoc committees do legwork when specific concerns are raised. More than 3,500 teachers now serve on school councils, and approximately 20,500 teachers participate in shared decision making through school council committees. About 15,000 parents serve on school councils or council committees.

The following pages offer a refresher course on school-based decision making councils: how school councils are designed to work, what some school councils are doing very well and why participation on school councils and their committees is the best way to influence decisions that will directly affect the school's learning environment and instructional program.



**A MATTER OF TIME** — Samantha Mullis (left) and Nikki Kidd have more uninterrupted time to concentrate on a science project at Madison County's Foley Middle School, where the council voted to implement block scheduling for some students.

Photo by Rick McComb





By Faun S. Fishback  
Kentucky Department of Education

**M**ost schools are concerned about the low levels of participation in electing their councils' parent representatives. Only a few schools, like Southside Elementary (Harrison County) and Jackson Elementary (Jackson Independent) boast voter turnouts in the 30-40 percent range.

Reporting the state's largest percentage of parent voters in school council elections is West Louisville Elementary School in Daviess County, where the parent vote in recent elections exceeded 80 percent. Principal Chuck Green says there are always more parents and teachers on the ballots than empty council seats. Committee participation is high, too, with at least two parents serving on each of the council's three standing committees: student affairs, curriculum and instruction, and buildings and grounds.

What is this school's secret for getting and keeping parents and teachers involved in its policy-making body?

Being a small, rural school — 250 students and 15 teachers — helps, say Sandy Price, a primary teacher, and Scott Kuegel, a parent of three students at the school. Both have served multiple council terms during the past six years. Kuegel said West Louisville Elementary is like a "school from the past. We have a lot of concerned parents. The parents see teachers' concern for student learning and want to be involved. The teachers encourage parent involvement."

## Everyone's Vote Counts at West Louisville Elementary

Price agreed that the community and staff are like a "large, close-knit family." Even so, she added, "a school council is only as good as its members and principal want it to be. Mr. Green is open to teachers' suggestions and willing to help with what we ask. Parents bring opinions and ideas from an entirely different direction and make us look at other sides of issues."

Parents communicate with the council through committee membership, committee members or parent representatives. "When I've run for election, I tell people to let me know their concerns," Kuegel said. "If I bring

it before the council, it will get talked about. That's part of what the school-based council is there for — the more eyes that look at a concern, the better."

Kuegel suggested three ways councils can encourage parent participation:

- Survey parents to find out their inter-

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Photo by Rick McComb

Neil Carter works on a mural at West Louisville Elementary, where learning through the arts is a council priority.

## 12 things to remember about council elections

- 1 Parent elections must be conducted by the school's parent-teacher organization if one exists. Principals and others should conduct only to the extent they are specifically asked by the parent-teacher organization.
- 2 Conducting elections early in the year (February or March for terms beginning in July, for instance) gives a larger window of time to complete training.
- 3 Teachers must be elected by a majority of all teachers assigned to the school, not just a majority of those voting.
- 4 If a majority is difficult to achieve in teacher elections, faculties might agree to eliminate the low vote getter on each ballot to narrow the choices.
- 5 Statutes do not require a majority for parent elections. A plurality (more votes than other candidates) is all that is necessary.
- 6 PTAs should have written procedures for elections prior to conducting them. One resource is the "Kentucky PTA Parent SBDM Handbook." For information, call (502) 564-4378.
- 7 If a parent or teacher member must be replaced during a term, this must be done by election, not by appointment.
- 8 All teachers assigned to a school, including full-time, part-time, itinerant, categorically funded, etc., are eligible to vote and/or be elected to the council. Each should have one vote and be considered a part of the total in calculating the majority. To check if a teacher is assigned to a school, see PSD forms.
- 9 Principals and assistant principals are not eligible to vote in teacher elections, but principals, assistant principals and teachers may vote in parent elections if they are parents at the school. Principals, assistant principals and teachers may not serve as parent members at their school or other schools in the district, but they may serve as parent members outside their district.
- 10 Absentee ballots may be used in teacher or parent elections if this provision is by prior agreement and a procedure is established respectively by the two groups.
- 11 If only three teachers and/or only two parents are nominated and eligible for election, the election still must be held.
- 12 Once elections and training are complete, principals should file a current copy of the SBDM-1 form with the Kentucky Department of Education's Division of School-Based Decision Making.

Source: Kentucky Department of Education, Division of School-Based Decision Making

# Councils' Professional Development Choices Can Boost Levels of Student Learning

By Cheri Meadows  
Kentucky Department of Education

**W**hy is professional development so critical? Because effective professional development systems support continuous growth in knowledge and skills while helping educators create environments that engage and stimulate each student. The critical factor in improving student learning is the teaching/learning environment. The education professionals who work with students in the classroom need time to reflect on research and standards-based instructional practices that work with their

students, and they need time to learn new methods of teaching.

In Kentucky, where success is measured in terms of student proficiency in core subjects, teaching has become not only an art but a science. Teachers have access to Kentucky students for many hours a day, and what they do while the children are in their classrooms makes a critical difference in the eventual academic success of each child.

Professional development, the kind that empowers and enables professional educators with the tools they need to work with children of many different backgrounds and needs, must

be made available to teachers before, during and after their contact with students. By reviewing research findings, school councils may get information to help them determine what curriculum and instructional practices could improve achievement in their schools. Councils also can study their schools' instructional practices to determine if they are effective as measured by state assessments. What councils learn from research and self-study can help them make informed decisions about school professional development activities.

Here are some questions school councils or their professional development committees might consider as they examine professional development with an emphasis on its impact in the classroom:

- Is the professional development the school has chosen for teachers and administrators going to help the school achieve the goals and objectives in the school's plan?
- What is the direct benefit of this professional development to students in the classroom? How will the school measure that benefit?

- Are the presenters the best and most knowledgeable in their field? Do they have evidence to indicate this professional development improves student performance? (You wouldn't want your surgeon to get update training from any less than the best, either!)

- Are the professional development sessions designed to meet the learning needs of teachers and aligned with other instructional initiatives? Do they offer follow-up training, mentoring, technical assistance and opportunities to extend the new learning?

- What is the performance and progress over time of the school's minority students? What about the progress of students at greatest risk of failure? Do the school's faculty and staff need professional development opportunities that focus attention on these populations?

- Is the principal expecting to see teachers using the new methods and instructional techniques they have learned? Will that expectation be part of the principal's evaluation of teacher performance?



Photo by Rick McComb

**PLANNING FOR SUCCESS** — Principal Rhonda Back reviews Becky Akers' agenda planner at Botts Elementary School in Menifee County. The school council helped pay for the planners, in which students record schedules and assignments. The planners also provide spaces for daily messages between teachers and parents.

## Everyone's Vote Counts

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ests and concerns.

- Hold meetings at a time convenient to most parents.
- Invite parents to meetings and make them feel welcome.

Principal Green says the school's election process can be replicated at any size school, any grade level. Organization and incentives, he said, are probably the most important ingredients to high participation. The West Louisville PTO handles the election process with help from Green and his office staff. Nomination forms are sent home with students. Each nominated parent receives a call to verify willingness to serve. Nominees provide short

biographical sketches, their reasons for seeking election and profiles of their school and community activities.

A brightly colored ballot for each parent goes home with the oldest child in each family. When the ballots are returned — no more than three days later — the PTO president and principal count the votes. Points are awarded to the classroom of each child in each family returning a ballot. The class with the highest percentage of returned ballots receives a party.

For more information about West Louisville Elementary's council or election process, contact Green at (502) 229-4193.



# Building a Budget for Better Learning Money—Plus Planning

By Sharon Crouch Farmer  
Kentucky Department of Education

**T**he benefit of consolidated planning (see Pages 10 and 11) is higher levels of student achievement brought about by concentrating on local needs and meeting those needs — the word “local” referring not only to the community but to individual classrooms. Through the broad representation on school councils and committees during the consolidated planning process, these needs are prioritized and funded. That funding includes allocations from a host of sources (see chart), many of which will be thoroughly tapped by schools for the first time, thanks to the consolidated planning process. On these two pages you’ll find some helpful tools:

- an outline of the process most schools will follow as they move from planning goals and activities to funding them
- a chart of funding sources and how schools can use funds to meet goals.

## A Step-by-Step Budget-Building Process

1. Council receives the school’s allocation from the local board by March 1.
2. Council reviews information on textbook funds, allocated funds (see chart) and Department of Education Grant and Resource Guide.
3. Council establishes a timeline for budget development.
4. Council refers the issue to the budget committee.
5. Budget committee considers priorities identified in the needs assessment and identifies sources of funds for each activity in the plan. Some activities and funding sources may cover two or three years or more.
6. Council determines personnel needs:
  - A. new services needed (Example: Do we need a teacher in the arts and humanities area?)
  - B. vacancies (certified and classified)
  - C. options (Example: Should we hire two teachers or seven instructional assistants with our schoolwide Title I funds?)
7. Council determines instructional materials needs:
  - A. per teacher allocation for classroom needs
  - B. per department allocation for department needs
  - C. library/media center
  - D. general supplies
  - E. equipment
  - F. instructional travel
  - G. textbooks
  - H. student support services (if no family resource/youth services center is in place)
8. Principal determines and reports general needs:
  - A. copy paper and supplies
  - B. common instructional supplies
  - C. administrative needs (if not budgeted in another category)
  - D. service and maintenance (Information on prior-year spending in these areas should be included in the allocation.)
  - E. student support services
9. Council reviews and approves the priorities for professional development, assuring that they match the school’s curriculum and instructional goals.
10. Council should identify an adequate contingency (emergency) fund.
11. Budget committee conducts widely publicized meetings to share information and hear special requests from teachers, students, parents and community members.

12. Budget committee completes a proposed budget for the school and the consolidated plan and presents the budget to the school council.
13. Council holds public meeting to receive any final comments on the school’s budget and consolidated plan.
14. Council amends the budget to include any approved recommendations and approves a working budget for the next school year.
15. Principal distributes copies of the budget/consolidated plan to the superintendent and to all of the school community. This could be posted at school and distributed in a newsletter or special document.
16. Principal administers the budget/consolidated plan and reports to the school council at each meeting.
17. If amendments to budget/consolidated plan are necessary during the year, begin at Step 5 and follow the process again.

## For More Information . . .

Refer to *Synergy: School-Based Decision Making Handbook*. Distributed by the Department of Education to all school and district offices, “Synergy” includes purchasing procedures, forms, examples and frequently asked questions. Contact a principal or a district office to review a copy.

“Synergy” is available for purchase from the Department of Education Bookstore. See Page 12.



# ng—Can Improve Schools

## School Budget Sources

The consolidated planning and budgeting process ultimately permits schools and districts to tap allocated funds and categorical grant funds to meet needs in ways that support student achievement. To do that, planning and budgeting teams must be familiar with the requirements and allocations of grants funds and alternative resources.

This diagram identifies funding sources that might open doors for your school or district to realize some long-held dreams.

### Categorical Programs

*Resources for which the funding authority sets specific limits on how the dollars may be used; may provide a source of funding to meet other priority needs as long as compliance is maintained*

- Improving America's Schools Act (IASA) Title I: Part A ("Title I")
- IASA Title I: Part B (Even Start)
- IASA Title I: Part C (Migrant Education)
- IASA Title II (Eisenhower Professional Development)
- IASA Title IV (Safe and Drug-Free Schools/Communities)
- IASA Title VI (Innovative Educational Strategies)
- Individuals with Disabilities Education Act (IDEA)
- Basic (Exceptional Children 3-21)
- IDEA Preschool (Exceptional Children 3-5)
- Stewart McKinney (Homeless Assistance)
- Carl Perkins Basic (Vocational and Technical Education)
- Carl Perkins Leadership (High Schools That Work)
- Goals 2000 (Integrated Systemic Reform)
- Goals 2000 (Middle/High School Change Initiatives)
- Extended School Services (ESS)
- Gifted and Talented Education
- State Preschool (KERA pre-school)
- Kentucky Education Technology System (KETS)
- State Textbooks (Textbooks)
- Professional Development

### Other Resources

*Sources of funding that are not included in federal or state allocations; sources that do not necessarily have a direct relationship with public education funding but are linked through a specific program or need in the community*

- Family Resource/Youth Services Centers (FRYSC) Funds
- Drug and Alcohol Resistance Education (DARE) Funds
- Private Grants
- Nonmonetary Resources
- Public Services (health department, police department, social services)

### Allocated Funds

*Funds that are assigned by the local district to school councils by March 1 (702 KAR 3:246) each year and distributed by a formula*

#### Section 4. Certified Staff

Money to pay for staff needed to meet Kentucky's class-size caps; can also be used for any classroom and administrative staff needs as long as local school board policy is followed.

*What can you do as a committee or council member?*

Contribute to a discussion on whether a vacant staff position will be filled or whether the funds should instead be used to purchase new equipment.

#### Section 5. Classified Staff

Money for classified staff positions such as custodians, teacher aides, secretaries, bus drivers.

*What can you do as a committee or council member?*

Be instrumental in setting the number of those positions that will be filled.

*Note on Sections 4 and 5: Councils and committees cannot establish a position, but the local board will establish positions on council request in accordance with KRS 160.345.*

#### Section 6. Instructional Supplies, Materials, Travel and Equipment

A specific minimum amount of money is determined by a state formula to be allocated from SEEK funds for the basic instructional needs of each pupil.

*What can you do as a committee or council member?*

Participate in decisions on what textbooks or electronic instructional materials are purchased.

#### Section 7. Available Balances

Balance to be used for school or students; a council-designated expenditure or purchase of additional supplies and materials.

*What can you do as a committee or council member?*

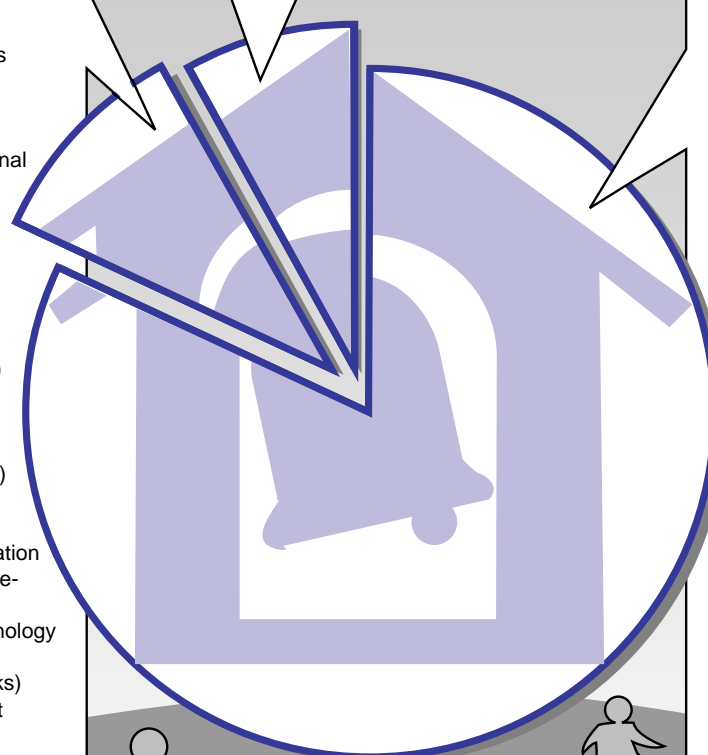
Ensure that funds are made available for special education needs (instructional supplies, travel and equipment).

#### Section 9. Professional Development

Money for schoolwide or districtwide learning opportunities for teachers, administrators and staff.

*What can you do as a committee or council member?*

Cast your vote on a proposal to train all staff members in a particular instructional area.





By Sharon Crouch Farmer  
Kentucky Department of Education

**K**entucky's new consolidated planning process relies on local information,

# School Councils and Committees Lead the Way in Consolidated Planning

local attention to issues, local priorities and local decisions as the basis for school improvement. Ideally, the entire school and community participates in the process of prioritizing needs, developing solutions and identifying funding resources.

By law, school-based decision making councils are charged with both oversight and hands-on development of a school's consolidated plan (except in those schools granted exemption

from the council structure).

"School council members are ultimately responsible for the success of the Kentucky Consolidated Plan at their school," said Debbie McDonald, project coordinator for consolidated planning in the Kentucky Department of Education's Division of School Improvement. "Council members decide how the planning process is going to work. As priorities for the school emerge from the planning process, council members make the decisions that have a direct impact on teaching and student learning."

School councils are natural conduits for consolidated planning. Informed teachers, school staff, parents and community members are already working on council committees to improve student achievement. The planning process simply provides a framework they can use to focus on setting and achieving goals, McDonald said.

A council may structure committees to best meet the school's unique needs. Although the process suggests three key committees — for planning, needs assessment and review — the right number for an individual school depends on the school's size and organization. Some large schools might have separate committees for mathematics, language arts, science and social studies. Smaller schools, recognizing that every teacher will be involved with many parts of the planning process, may want to have fewer committees.

## Centerfield's Experience

When the school council members at Centerfield Elementary in Oldham County gathered to begin consolidated planning, they decided to develop a committee structure that would im-

prove communication. "We wanted the flow of information to be built in," recalls Principal Paul Upchurch.

The council members for the school of around 700 developed what was for them a natural set of clusters to make up five committees. One representative of each committee, in turn, served on the Consolidated Planning Committee, whose chair reported to the council.

"Grouped together as they were, committee members seemed to have a better understanding of their roles in planning," said Upchurch, "and it couldn't have worked any better."

## At Jackson County High

Betty Bond, principal of Jackson County High, believes a key to committee involvement is planning with plenty of lead time. Meetings or activities planned at the last minute can readily destroy the credibility of a group, Bond said.

"At the beginning of the year, we list every extracurricular activity planned for the year and all the extra duties associated with them on posters around a room," she explained. "Everyone sees what tasks will be needed throughout the year, and they can plan their roles to fit their schedules." Teachers at Jackson County High are asked to participate on the committees of their choice and to volunteer for a designated number of extracurricular activities.

Students serve on some school committees, and Bond suggests that "having parent and child on the same committee works well, enhances involvement."

The school plans meeting times and locations carefully and provides refreshments for meetings with long



Photo by Rick McComb

Tiffany Tyree benefits from one of the microscopes purchased by the Jackson County High School Council.

*Continued on Page 11*

## Still Organizing?

### These Key Questions and Points Can Help

*From information supplied by Ronda Harmon of the Kentucky Association of School Councils and the staff of the Department of Education's Division of School-Based Decision Making*

If your school is developing or modifying its committee structure and process, answering these key questions can help.

- Does our council's committee policy comply with school-based decision making law and establish procedures for committee operations?
- What committees do we need to support the school's consolidated plan?
- What kind of training or orientation sessions will the council provide for committee members and other interested stakeholders? How will the council ensure that each committee member understands the committee's responsibilities and goals?
- What is our process for committees to report to the council and the school board?
- Will the consolidated plan's component pages (parts of the plan addressing academic content areas) be written by committees or the school planning team?
- Will each committee build its own budget or make recommendations to a separate finance committee or the school planning team?
- Will each committee be responsible for technology integration, equity and professional development in its area, or will there be a separate committee for those components?
- How will we ensure that all related plans (for example, extended school services plans and Title I plans) are integrated throughout the consolidated plan?

#### Some Attributes of an Effective Committee

- The chairperson receives orientation and direction from the council, including a review of the council's committee policies and procedures.
- The committee focuses on issues that have an impact on students and the school's mission, policies and consolidated plan.
- The committee sets and distributes its agenda far enough in advance that members have time to prepare for each meeting.
- The chairperson keeps the discussions on the agenda and inside the committee's circle of influence, not wasting members' time and energies discussing the irrelevant or things over which the group has no control.
- The committee invites and welcomes discussion and points of view from all interested stakeholders.
- The committee compiles minutes of each meeting, including mentions of issues discussed, actions taken, recommendations to be made to the council, follow-up needed, persons responsible and due dates.
- The committee reports regularly (usually monthly) to the council.
- The committee respects the council's decisions on recommendations and, when necessary, continues working on an issue until agreement is reached.

## Councils and Committees Lead the Way

*From Page 10*

agendas. Recognition for participation increases the probability of further participation.

"I encourage sending out personal thank you notes to members following meetings," Bond said.

### Staying Informed at Foley Middle

"Keeping the council informed is by far one of the most valuable tools in developing and maintaining an effective, working council," says Mike Caudill, principal of Foley Middle School in Madison County. Committees at Foley report to the council once a month.

Caudill also cites communication and honesty as two important elements. "Groups that are informed and believe in each other are more open to working out problems associated with

conflicting opinions for the good of the students," he explained.

To retain focus, the agenda for monthly council meetings at Foley includes consolidated planning as a separate item. "I am convinced that this keeps the process on everyone's mind," Caudill said.

Most of the work of the council at Foley is done at committee meetings. "We walked through the various sections of the Kentucky Consolidated Planning Guidebook and separated it into various committees which were assigned tasks, then developed a reporting process," said Caudill.

Like Bond, Caudill stresses the importance of planning council meetings with care. At Foley, council meetings are limited to twice each month and scheduled far enough in advance that teachers can plan their schedules. Committees report to the council once a month.

### Councils and Committees Have Distinct But Interrelated Roles

To be successful in the consolidated planning process, members of the school council and its committees need to understand their specific roles and the tasks that must be completed. Some tasks are better carried out by the council as the policy and decision-making body; some are better completed by involving a wide cross section of the school community through committees.

In a recent issue of its journal, "Insights" (Issue 28), the Kentucky Association of School Councils advised schools on the division of labor between school councils and committees. Highlights from that text follow:

A good council delegates whenever it can but, in some cases, direct leadership is required. In consolidated planning, there are five "touch points" where your council needs to have full, hands-on involvement:

1. Understand an overview of your school's KIRIS results.
2. Understand an overview of other needs assessment data.
3. Identify your school's "priority needs."
4. Approve the "causes, goals and objectives."
5. Approve the completed components.

Three tasks can be done best by getting people outside the council involved:

1. studying KIRIS results
2. studying the school to find areas that need improvement
3. developing plan components.

Copies of "Insights" Issue 28 are available from the Kentucky Association of School Councils. See Page 12 for the phone number and address.





### **Publications and Videos**

Order the following publications from the Department of Education Bookstore through Windy Newton, 19th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-3421; [wnewton@kde.state.ky.us](mailto:wnewton@kde.state.ky.us). Order videos from Donna Frost at the same address and phone number; e-mail [dfrost@kde.state.ky.us](mailto:dfrost@kde.state.ky.us).

- **School-Based Decision Making Video** — Six topics previously covered on separate videos are now on one tape. Segments cover parent participation, decision making, budget and personnel issues, committees, choosing a principal and other topics important to councils. Cost: \$15.

- **SYNERGY Handbook** (updated 1996) is the definitive “how to” book on school-based decision making. The department has supplied a copy to each school and district office. Additional copies cost \$53.

- **Commonwealth Bylaws** (1977) — a comprehensive set of sample school council bylaws. Cost: \$3.

- **Handbook on Principal Selection** (1997) — suggested procedures and interview questions for the principal selection process. Cost: \$4.

- **“Common Agenda”** — Published every other month. Available free of charge from the Department of Education’s Division of School-Based Decision Making (address below, under Technical Assistance).

### **Technical Assistance**

- Department of Education, Division of School-Based Decision Making,

## **For More Information . . .**

17th Floor Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; (502) 564-4201. Director: Charles Edwards ([cedwards@kde.state.ky.us](mailto:cedwards@kde.state.ky.us)). Consultants: Jack Gray ([jgray@kde.state.ky.us](mailto:jgray@kde.state.ky.us)) and Cheri Meadows ([cmeadows@kde.state.ky.us](mailto:cmeadows@kde.state.ky.us)).

- Consultants at Department of Education regional service centers.

- **SBDM Endorsed Trainers Network** — See principals, superintendents or professional development coordinators for a list of trainers available to assist schools with school council organization and processes.

- **Kentucky Association of School Councils** — This organization provides information, workshops and many types of assistance, including answers to questions about legal issues and conflict resolution. Also available:

- **Nuts and Bolts, A Start-Up Manual for School Councils**
- **The Planning Kit** (tools to organize the consolidated planning process)
- **The Planning Process Workshop** (a three-hour session for councils)
- **Insights** (the KASC magazine)

Also available: hands-on help in analyzing state test results to plan for school improvement. For details and prices, write to Susan Perkins Weston or Ronda Harmon, KASC, PO Box 784, Danville, KY 40423-0784, phone (606) 238-2188; or e-mail [kascouncil@aol.com](mailto:kascouncil@aol.com).

- **Kentucky Congress of Parents and Teachers**, PO Box 654, Frankfort, KY 40602-0654; (502) 564-4378. Available: Kentucky PTA Parent School-Based Decision Making Handbook (distributed to each PTA chapter free of charge; additional copies available for nominal cost); video “How to Hold a School-Based Decision Making Par-



Photo by Rick McComb

**MAKING PROGRESS** — Tiffany Trent strives to boost her reading skills using instructional software purchased by the school council at Botts Elementary in Menifee County.

ent Election” (loaned free of charge); newsletter “Our Children, Our Future.”

- **Prichard Committee for Academic Excellence**, PO Box 1658, Lexington, KY 40592; (606) 233-9849 or (800) 928-2111. Available: a variety of publications and, when appropriate, referrals to attorneys who provide legal assistance free of charge to Kentucky school councils.

- **Partnership for Kentucky Schools**, PO Box 1658, Lexington, KY

40592; (606) 233-9849 or (800) 928-2111. Available: a variety of publications and services on school-parent-community involvement.

### **On The Web**

Visit the Department of Education Web site ([www.kde.state.ky.us](http://www.kde.state.ky.us)), click on “Kentucky’s Academic Villages,” then “School-Based Decision Making” for a wealth of information, discussions and resources on this topic.

# Berea School 'Popping With Ideas' for Teaching Basics With the Arts

By Sharon Crouch Farmer  
Kentucky Department of Education

**I**t's amazing what students can learn by attending an art fair: the temperature of melting glass; how size and shape change balance; lifestyles of their ancestors.

Science, mathematics and social studies are part of education's core content, as are the arts and humanities. Integration of those elements takes some planning. In Madison County, Berea Independent's Community Elementary School is popping with ideas to teach logical concepts with an artistic flavor. One such idea, an arts and crafts fair, has not only helped to integrate the curriculum but also create strong ties between the community and the school.

"The primary committee of the school-based council came up with the idea for 1997, and it seemed a natural fit for our community," remembers Principal David Boggs. "We had only a couple of months to do it, but we didn't want to wait another year."

Last year's arts and crafts fair, called Art Expo '97, featured artists and craftspeople from the community coming into the school to demonstrate their work and talk with the students. The committee aligned the activities with state learning goals and national standards for art education. Messages of history, economics, the environment, social issues, mathematics, career exploration and problem solving were delivered through the eyes of art.

Morning activities featured entertainment by local musicians and performances by local storytellers. Students from the middle and high schools performed with a Berea College dance group and recorded the day with videotape, photographs and news articles.

During the afternoon, elementary students moved on schedule from station to station, talking with skilled craftspeople and artists, observing their work and, in some cases, trying it themselves. Evidence of learning was



Photo by Sharon Crouch Farmer

Students Nhanda Nyjeka, Erica Parsons, Casey Hatcher and Amanda Duttson learn from potter Jeff Enge during Berea Community Elementary's Art Expo '97.

reflected in the questions students asked:

"How much does it cost to make those?" "Where do you get your materials?" "How long does it take you to make one?" "How much do you sell them for?" "Where do you sell them?"

"Who invented it?" "What is it used for?" "How did you make it stand up?"

To Berea Community School teachers, those questions led to plans for this year's arts and crafts fair, scheduled for April 9.

"This year we will expand the

event to include shadowing, culminating in an event where students share what they've learned with other students," said Boggs. "There is so much potential here. We hope that each year we can add a new facet to student learning."

## Cultural Spin Makes Fairy Tale a Learning Tool

**R**ita Payne's primary class at Berea Community School initiated another creative approach to integrating core content and the arts.

Students spent five weeks using the framework of a popular fairy tale to write a play for their academic unit on Appalachia. They told the story of Rapunzel using Appalachian dialect and building on the region's culture, history and social, economic and environmental issues. Learning in life skills, as well as academics, resulted naturally in the course of the project.

They named the main character Rampanella, after ramps, the leek-like vegetables found primarily in the wooded areas of Appalachia. The students compiled the script in reading and writing practice groups and

chose the music: folk, country and bluegrass. They designed the set and planned the costumes, gathering items from the community.

"They even chose who would do what for the performance," Payne said. "It was interesting to watch them offer support for each other's ideas and negotiate to reach compromises. They made decisions and solved problems, all of which were a bonus to the academic core."

Another bonus was increased parent involvement.

"This activity brought in the hard-to-reach parents," Payne said. "They identified with the setting and characters and were comfortable participating."

# GENERAL NEWS

## Workshops Help Schools Maintain Effective Volunteer Programs

The Kentucky Coalition of School Volunteer Organizations (KCSVO) offers workshops on establishing and maintaining school volunteer programs. Topics include assessing the need for a volunteer program, recruiting volunteers, securing support, strengthening staff procedures and classroom learning, and involving volunteers in the classroom. These workshops are state-approved for professional development credit.

KCSVO also tailors workshops to the needs of individual schools and districts. Requested in the past were workshops on laws concerning volunteers and confidentiality, how volun-

teers can work one-on-one to help students achieve in reading or mathematics, and how to assess the need for volunteers. The cost for a three-hour workshop specific to local needs and conducted locally is \$500, with no limit on the number of teachers, volunteers, staff, administrators and community members attending. The state has approved this training for three hours of professional development credit.

To request information or schedule a workshop, phone Lilly Sullivan at (502) 769-8862 or Nancy Rogers at (502) 692-1300, or send e-mail to [nrogers@kih.net](mailto:nrogers@kih.net).

## Watch 'Inside Kentucky Schools'

The Department of Education's video magazine, "Inside Kentucky Schools," takes viewers on virtual visits to some of the most effective and innovative schools in Kentucky. Watch or tape this award-winning program on KET the second and fourth Saturdays of every month at noon ET (11 a.m. CT). The program is also presented on KET's Star Channels 709 and 710 at 4

p.m. ET (3 p.m. CT) on Mondays following the Saturday broadcasts.

For a list of past and future "Inside Kentucky Schools" features, visit the Department of Education's Web page ([www.kde.state.ky.us](http://www.kde.state.ky.us)). To submit suggestions for future programs, phone Doug Crowe at (502) 564-3421 or (800) 533-5372 or send an e-mail message to [InsideKentuckySchools@kde.state.ky.us](mailto:InsideKentuckySchools@kde.state.ky.us).

## Attention, Commonwealth Diploma Coordinators and High School Counselors

The Department of Education's Web site now links you to the Commonwealth Diploma Home Page. This new page leads to the following kinds of information about the Commonwealth Diploma Program:

- program overview and requirements
- reimbursement requirements
- KAR 3:340, the governing regulation
- a directory of Commonwealth Diploma coordinators
- answers to frequently asked questions
- information for Commonwealth Diploma coordinators
- links to Advanced Placement and

International Baccalaureate sites on the Web.

Visit the site at [www.kde.state.ky.us/coe/ocpg/dpi/cdhome/kde.html](http://www.kde.state.ky.us/coe/ocpg/dpi/cdhome/kde.html) on the Internet.

The department has also started a new electronic mailing list, or listserv, for Commonwealth Diploma coordinators and others with an interest in Advanced Placement courses. This list makes it possible for coordinators throughout the state to communicate with each other and receive program updates from the department.

To join the listserv, visit [www.uky.edu/Education/kylists.html](http://www.uky.edu/Education/kylists.html) on the Internet and follow the instructions for signing on to the "KYCDP" list.

## KET Offers Preview of Professional Development Programs for 1998-99

To help districts, schools and individuals with professional development planning, Kentucky Educational Television offers this preview of the seminars available by subscription on the KET Star Channels during school year 1998-99:

### Arts and Humanities

- The Arts: A Content Course for Teachers
- Rehearsal and Performance Ideas for the KMEA Audition

### Mathematics

- High School Algebra for All Students
- Kentucky Council of Teachers of Mathematics Showcase

### Language Arts: Reading

- Improving Student Performance in Reading: Remediation Strategies for Intermediate and Middle School
- Reading Recovery and Early Literacy
- Teaching High School Reading

### Language Arts: Writing

- Writing Modules
- Writing in the Science Classroom
- A Year in a Middle School Writing Classroom
- Teaching the Writer With Special Needs

### Science

- Earth Science: A Content Course for Teachers
- Building an Inquiry-Based Science Program
- Using CD-ROM in the Physics Classroom
- Kentucky Science Teachers Association Showcase

### Social Studies

- A New Look at Law-Related Education in Kentucky
- We the People: The Citizen and the Constitution
- Civics Education for Elementary School Students

- Learning Through the Market
- What is Economics? A New Look for Educators
- Where is Economics? A New Look for Educators
- Community Publishing Company

### Library/Media

- The "Big Six" Approach to Teaching Research
- Library Power IV: A Growth Chart for Change
- More Technology Tips

### Middle School Initiatives

- Transforming Middle Schools Through "Different Ways of Knowing"

### Athletics

- Coaching Clinics in Gymnastics and Golf

### Other Content Areas

- Teaching AP Courses
- Teaching Journalistic Writing

### Special Topics — Especially for Administrators

- Sexual Harassment in the Public Schools: Understanding and Applying the Federal Guidelines
- Serving Minority Language Students (ESL)

### Free to All Schools

- Portfolio updates from the Kentucky Department of Education

For more information about these interactive televised seminars and how to subscribe, watch for mailings from KET or call (800) 432-0951. Special discounts and additional incentives are available to districts that register early!



# The Bulletin Board

By Lisa York Gross

## National Conference on Migrant Education Planned in Louisville

Nearly 2,000 educators are expected to attend the 1998 National Migrant Education Conference, March 28 - April 1 at the Galt House East in Louisville. Session topics will cover the broad spectrum of migrant student education, advocacy and service coordination. Many sessions are specifically designed for parents of migrant students.

The pre-registration fee is \$165; on-site registration will be \$195. Additional fees are charged for pre-conference workshops on technology and family literacy.

CONTACT: Ann C. Bruce, 8th Floor, 500 Mero St., Frankfort, KY 40602; (502) 564-3791; [acbruce@kde.state.ky.us](mailto:acbruce@kde.state.ky.us)

## NAAEPCL Conference Focuses on Alternative Certification

The National Association for Alternative Educator Preparation, Certification and Licensure (NAAEPCL) will sponsor its eighth annual conference May 7-9 at the Galt House Hotel in Louisville. The conference will address critical issues related to alternative pathways to teacher certification.

Sessions will highlight recruiting professionals and military personnel, collaborative practices, portfolios, minority representation, professional development and administrator licensure. Representatives from more than 22 states will make presentations at the conference.

CONTACT: Kathryn Wallace, Office of Teacher Education and Certification, 1024 Capital Center Drive, Frankfort, KY 40601; (502) 573-4606; [kwallace@kde.state.ky.us](mailto:kwallace@kde.state.ky.us)

## Consolidated Planning Sessions Scheduled

The Department of Education encourages teachers and administrators to attend Consolidated Planning Regional Training Sessions scheduled for March and April at sites throughout the state.

In March, presenters will focus on the appropriate use of program resources, developing the budget and planning for final review by councils, boards or the public. April session topics include completing the consolidated plan, preparing for the regional review, connecting with the public and final planning "nuts and bolts."

For dates and locations of these sessions, contact your Department of Education regional service center or go to the department's Web site at [www.kde.state.ky.us](http://www.kde.state.ky.us).

## KETC on the Web

Can't make it to the 1998 Kentucky Education Technology Conference March 5-8? You can still keep up with what's happening through live reports on the World Wide Web. Go to [www.kde.state.ky.us/KETC98](http://www.kde.state.ky.us/KETC98) and get the latest from student CyberReporters at the conference. It's a great way to experience KETC '98 if you can't be there in person.

## Service Learning Activities Scheduled

The third annual Learning Through Service: A Student Leadership Development Conference and Service Learning Fair for Middle and High School Students is scheduled for May 13 and 14 at the Executive Inn in Louisville. Students, educators and parents are invited. The \$40 registration fee covers meals and materials.

"The Power and Potential of Service Learning for Students in the Special Education Classroom," a summer institute for teachers, is set for July 20-23 at General Butler State Park in Carrollton. The registration fee is \$100, which includes three nights' lodging, materials, and breakfast and lunch each day.

CONTACT: Karen Schmalzbauer, 17th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-3678; [kschmalz@kde.state.ky.us](mailto:kschmalz@kde.state.ky.us)

## Nominate an Outstanding Teacher

The Murray State University College of Education seeks nominations for the third annual Kentucky Outstanding Teacher Award. One full-time teacher at each level — primary/elementary, middle school and high school — will receive the \$1,000 award.

To nominate a teacher, send no more than two typewritten pages with one double-spaced paragraph for each of three criteria: excellence in teaching, contributions to parental involvement in learning and commitment to school excellence. Include your own name and job title. Nominations must be in the Office of the Dean, College of Education, Wells Hall, Murray State University, PO Box 9, Murray, KY 42071-0009, on or before April 15.

CONTACT: Tami Dandeneau, (502) 762-3817

## Environmental Education Grants Available

The Kentucky Environmental Education Council (KEEC) will award grants of up to \$1,000 for providing students out-of-classroom experiences as part of environmental learning units. Two educators from each region will receive the grants.

KEEC is mailing applications to the science coordinator at each Kentucky school, and the forms are also available directly from KEEC. The deadline for applications is April 1. The grant-funded activities may take place any time before May 1, 1999.

CONTACT: Jo Carol Roberts, 663 Teton Trail, Frankfort, KY 40601; (800) 882-5271

## **'Building Support for Public Schools' Workshops Coming in June**

Building support for public schools will be the subject of four regional workshops in June. The workshops are approved for six hours of professional development and leadership credit.

On the agenda for each workshop are four sessions:

- Building School-Community Relationships
- Strengthening School-Family Relationships
- Planning for a Crisis
- Building Support Within: Making Ambassadors of Your Staff

A school or district can benefit most from this workshop by sending a team of three: an administrator, a teacher and a parent. Any three-person team with a parent can attend for a discounted registration fee of \$75. All other teams or individuals will pay \$30 per person. The registration fees cover conference materials, continental breakfast, lunch and breaks. Lodging arrangements may be made separately.

The four workshops are scheduled for these dates and locations:

- June 8, 1998 - Natural Bridge State Park
- June 10, 1998 - Lake Cumberland State Park
- June 25, 1998 - Murray State University
- June 30, 1998 - Northern Kentucky University

The Kentucky School Public Relations Association and the Kentucky Department of Education are the program's sponsors. For more information about the workshop agenda and registration, visit [www.kde.state.ky.us/coe/ocpg/dpi/webdoc/main](http://www.kde.state.ky.us/coe/ocpg/dpi/webdoc/main) on the Internet or contact Armando Arrastia at the Kentucky Department of Education, (502) 564-3421 or [aarrasti@kde.state.ky.us](mailto:aarrasti@kde.state.ky.us).

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News for the Nation's Most Innovative Educators

**MARCH 1998**

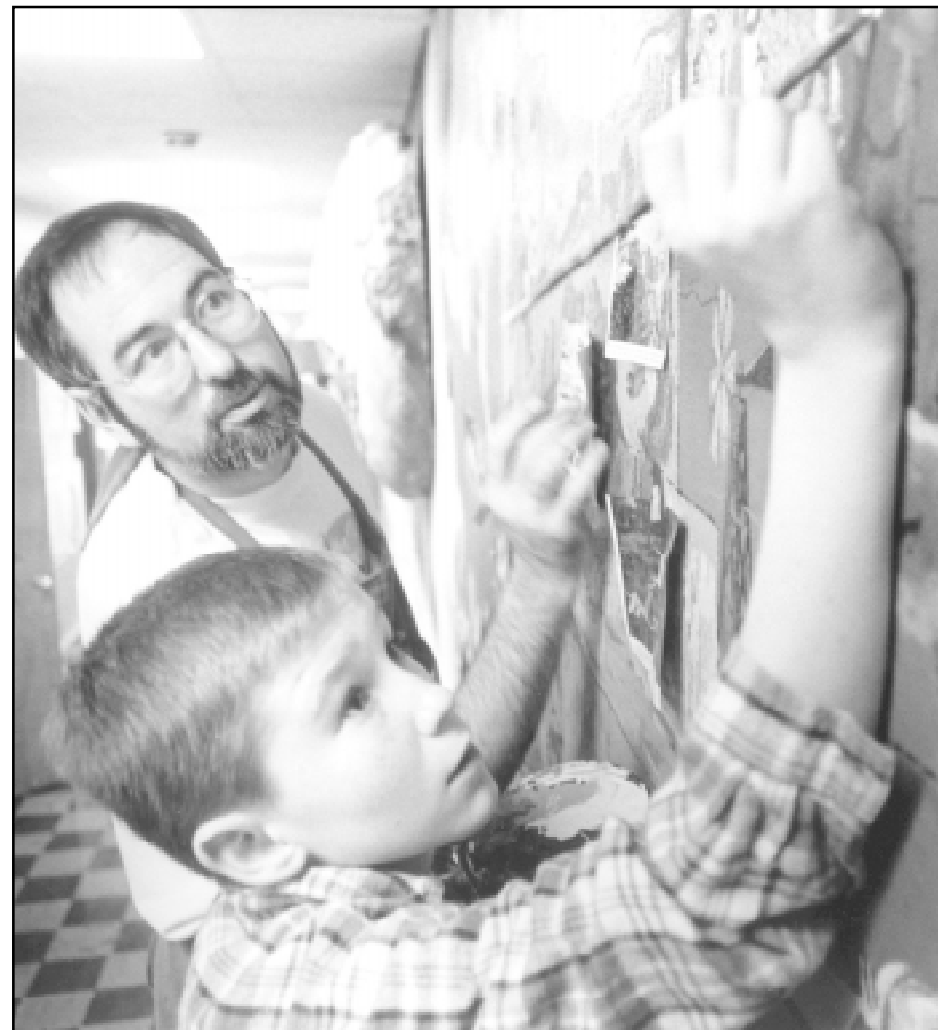


Photo by Rick McComb

**ARTIST-IN-RESIDENCE** Rex Robinson instructs as West Louisville Elementary School student Neil Carter paints a section of a mural. The Daviess County school's decision-making council funded an artist-in-residence position to improve student performance in the arts and humanities. For more about the impact of school councils, see Pages 2 and 5-12.

**INSIDE ...**

**Empowerment Through School Councils**  
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